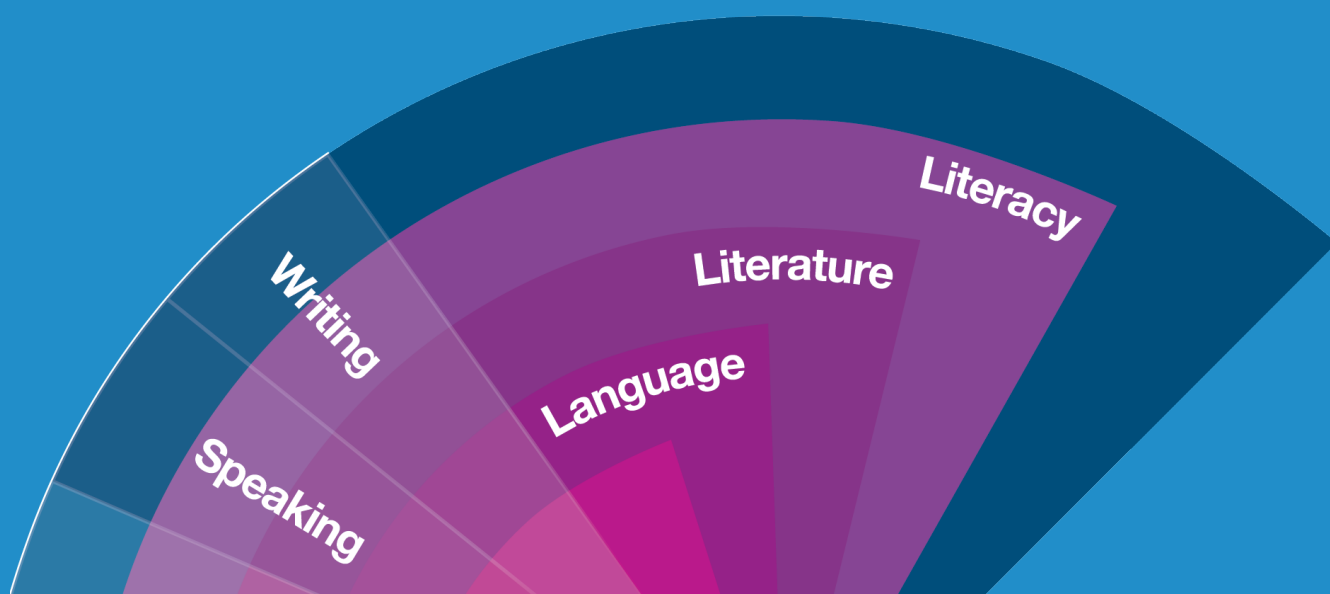


The Australian Curriculum

Learning areas	English
Year levels	Foundation Year, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
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The Australian Curriculum English





Rationale and Aims	1
Rationale	1
Aims	1
Organisation	2
Content structure	2
Language	4
Literature	5
Literacy	6
Relationships between the strands	7
English across Foundation to Year 12	7
Achievement standards	8
Diversity of learners	8
General capabilities	10
Cross-curriculum priorities	12
Links to the other learning areas	14
Implications for teaching, assessment and reporting	14
Curriculum Foundation–10	17
Foundation Year	17
Year 1	19
Year 2	21
Year 3	23
Year 4	25
Year 5	28
Year 6	31
Year 7	33
Year 8	36
Year 9	39
Year 10	42
Glossary	45

Rationale and Aims



Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.



Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a

strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3–10, the two-year description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions.

Language: knowing about the English language

In the **Language** strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.

Language

Language variation and change: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.

Language for interaction: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

Text structure and organisation: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Sound and letter knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

Language

The **Language** strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language-in-use and language-as-system. These approaches also acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The Australian Curriculum: English uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature

and proximity of the relationships between the language users, and the modalities or channels of communication available. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Literature

Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

Responding to literature: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

Examining literature: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Literature

There are many approaches to the study of literature. In the Australian Curriculum: English the sources drawn on most substantially include:

- cultural studies, with emphasis on the different ways in which literature is significant in everyday life
- structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based; for example, the detailed stylistic study of differing styles of literary work
- comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds

- historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

The **Literature** strand also gives students the opportunity to study the processes by which certain literary works become ‘prized’ and ‘perennial’, the ‘valuing’ process itself, and why it is that most cultures have works they cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

Literacy: expanding the repertoire of English usage

The **Literacy** strand aims to develop students’ ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literacy

The Literacy strand takes account of approaches to literacy learning that are based on the development of skills, social and psychological growth, and critical and cultural analysis. These approaches hold that the

technical, intellectual and cultural resources related to competence in literacy have developed to serve the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. These technical, intellectual and cultural resources include:

- fluency in the sound–letter correspondences of English
- an expanding reading, writing and speaking vocabulary and a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school, and to create effective and innovative texts
- fluency and innovation in reading, viewing and creating texts in different settings
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

Relationships between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

English across Foundation to Year 12

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced.

This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Years 7–10

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as 'literature' is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior secondary years

The Australian Curriculum: English in the senior secondary years allows students to use, consolidate and expand on what they have learned, and provides a range of choices from more specialised courses to meet students' needs and interests. The three strands of Language, Literature and Literacy also underpin the senior secondary English courses.

Achievement standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Year 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

Further advice about how to use the curriculum with students with special education needs is available [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: English are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow

English teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.

General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.

Over the course of their schooling, students develop and use these general capabilities within and across learning areas and in their lives outside school. General capabilities and learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use general capabilities. Similarly, wherever general capabilities are made explicit in learning areas, they can enrich and deepen learning. In the Australian Curriculum: English, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through appropriate teaching activities.

Literacy

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

The progressive development of literacy knowledge and skills is essential for success in all learning areas and is the responsibility of all teachers. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of the various learning areas.

Relationship with the English curriculum"

In English, students learn to read, write, listen and speak accurately, flexibly and critically, and to view and create increasingly complex texts in a variety of contexts. The general capability of Literacy is drawn from the content descriptions in the Language and Literacy strands of the English curriculum. The literacy knowledge and skills are developed and applied through all three strands: **Language**, **Literature** and **Literacy**.

The Literacy general capability has been developed for use across the curriculum in all learning areas. It is written for teachers of all years of schooling and learning areas and incorporates language and literacy demands specific to learning areas other than English. These demands may include, for example, the language structures of mathematics questions or problems, or the particular requirements of writing a report of an experiment in science.

Numeracy

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. Numeracy can be addressed in English learning contexts across all year

levels. Students select and apply numerical, measurement, spatial, graphical, statistical and algebraic concepts and skills to real-world situations and problems when they comprehend information from a range of sources and offer their ideas. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information and discuss the credibility of sources and methodology.

Information and communication technology (ICT) competence

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

ICT competence is an important component of the English curriculum. Students develop the skills and understanding required to use a range of contemporary technologies. In particular, they explicitly develop increasingly sophisticated word-processing skills to enhance text construction. Students also progressively develop skills in using information technology when conducting research, a range of digital technologies to create, publish and present their learning, and communication technologies to collaborate and communicate with others both within and beyond the classroom.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply, students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

Critical and creative thinking is essential to developing understanding in English. Students are encouraged to be critical thinkers, to take responsibility for their own learning, and to reflect on their learning processes. They develop and employ critical thinking and reasoning through class discussion, close analysis of texts, and research and knowledge of language.

Creative thinking is vital to the English curriculum when reading, viewing, creating and presenting texts and when developing an aesthetic understanding of and engagement with literary texts. Through their reading and through interaction with others, students are encouraged to see existing situations in new ways, identify alternative explanations, and perceive connections that can assist in problem-solving. It is through the imaginative application of ideas and through flexible thinking that students come to understand the power of language, and become independent, innovative and imaginative learners.

Ethical behaviour

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

Ethical behaviour and issues with an ethical dimension are integral to many of the texts that students encounter in English. By studying literary texts and exploring how moral principles affect characters' behaviour and judgments, students' own understanding and practice of ethical behaviour can be enhanced. Equally, when they study issues and arguments, students consider whether these issues are ethical issues and whether various positions held are reasonable.

Personal and social competence

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves students recognising and regulating their

emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively.

There are many opportunities for students to develop personal and social competence in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. The English curriculum emphasises the development of communication skills for conversation, negotiation and the expression of viewpoints and arguments. Students work both independently and collaboratively to solve problems and make decisions.

Intercultural understanding

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise differences, create connections and cultivate respect between people.

The study of English offers rich opportunities for intercultural understanding and exchange across all three strands. For example, in the Language strand, the study of 'Language variation and changes' and 'Language for interaction' includes consideration of diverse language and cultures. The Literature strand exposes students to world views and interests that may be different from their own and offers them the opportunity to consider a variety of viewpoints. Students experience a range of literature from different cultures including the inscripational and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature including texts from and about Asia.

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. China, India and other Asian nations are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and this engagement is vital to the prosperity of all Australians.

The Australian Curriculum: English enables students to explore and appreciate the rich tradition of texts from and about the peoples and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of the Asia region to influence their own creative pursuits and to express themselves through different media and genres.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The Australian Curriculum: English provides students with the skills required to investigate and understand issues of environmental and social sustainability; communicate information about sustainability, and advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of peoples, places and communities. Both literature and literacy are key elements in the development of each student's world view. More sustainable patterns of living are largely shaped by people's behaviours. English provides an important means of influencing behaviours, facilitating interaction and

expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts including multimodal texts and the use of visual language.

Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Australian Curriculum: English takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

Implications for teaching, assessment and reporting

In the Australian Curriculum: English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (**Literature**). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (**Language**). Students might then create their own poems and present them to the class (**Literacy**). In Year 8, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (**Literature**), considering structure and vocabulary choices that create particular effects or nuance (**Language**). They might then change some of the words to create different effects in the text (**Literacy**).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Australian Curriculum: English enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In the Australian Curriculum: English it is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).



Foundation Year

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
Recognise that sentences are key units for expressing ideas (ACELA1435)	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)	Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	Know how to use onset and rime to spell words (ACELA1438)	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	Literature	Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	Literature
Literature	Literacy	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
	Create short texts to explore, record and report ideas and events using familiar	Share feelings and thoughts about the events and characters in texts

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	words and beginning writing knowledge (ACELY1651)	(ACELT1783)
	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	Produce some lower case and upper case letters using learned letter formations (ACELY1653)	Literacy
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	Construct texts using software including word processing programs (ACELY1654)	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
Literacy		Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
Identify some familiar texts and the contexts in which they are used (ACELY1645)		Deliver short oral presentations to peers (ACELY1647)
Identify some differences between imaginative and informative texts (ACELY1648)		
Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)		
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)		

Foundation Year achievement standard

By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Understand patterns of repetition and contrast in simple texts (ACELA1448)	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action (ACELA1451)	Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)
Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452)	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	Literature	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	Literacy	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)
Recognise sound --- letter matches including common vowel and consonant	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	Literature

digraphs and consonant blends (ACELA1458)	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
Understand the variability of sound --- letter matches (ACELA1459)	Write using unjoined lower case and upper case letters (ACELY1663)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	Discuss how authors create characters using language and images (ACELT1581)
Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)		Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)
Literacy		
Respond to texts drawn from a range of cultures and experiences (ACELY1655)		Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)
Describe some differences between imaginative informative and persuasive texts (ACELY1658)		Literacy
Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)		Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)		Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)
		Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)

Year 1 achievement standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

Year 2

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions (ACELA1467)	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	Literature Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives	Literacy Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements	Literature Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

(ACELA1468)	appropriate to the audience and purpose (ACELY1671)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)	Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	Compare opinions about characters, events and settings in and between texts (ACELT1589)
Recognise common prefixes and suffixes and how they change a word’s meaning (ACELA1472)	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
Literature	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	Literacy
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)		Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666)
Literacy		
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)		Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)		Rehearse and deliver short presentations on familiar and new topics (ACELY1667)
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)		
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)		

Year 2 achievement standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters’ actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others’ ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Year 3

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478)	Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)
Identify the features of online texts that enhance navigation (ACELA1790)	Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)
Recognise high frequency sight words (ACELA1486)	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)
Literature		Literature
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)
Develop criteria for establishing personal preferences for literature (ACELT1598)		
Discuss how language is used to describe the settings in texts, and explore how the	Literature	Literacy

settings shape the events and influence the mood of the narrative (ACELT1599)	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)
Literacy	Literacy	
Identify the point of view in a text and suggest alternative points of view (ACELY1675)	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	Write using joined letters that are clearly formed and consistent in size (ACELY1684)	
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	

Year 3 achievement standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Year 4

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	Understand that the meaning of sentences can be enriched through the use of noun and verb groups and prepositional phrases (ACELA1493)	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group (ACELA1488)
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)
Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity (ACELA1495)	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	Literature
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)
Literature		Literacy
Discuss how authors and illustrators make	Recognise how quotation marks are used in texts to signal dialogue, titles and	Interpret ideas and information in spoken

stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	reported speech (ACELA1492)	texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Literature Create literary texts by developing storylines, characters and settings (ACELT1794) Create literary texts that explore students' own experiences and imagining (ACELT1607)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	Literacy Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)		
Literacy		
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)		

Year 4 achievement standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple

and complex sentences, consistent tenses and appropriate punctuation to support meaning.

Year 5

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas (ACELA1507)	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea (ACELA1508)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words (ACELA1513)	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	Literature
Recognise uncommon plurals, for example 'foci' (ACELA1514)	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns (ACELA1506)	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
Literature		Literacy
Recognise that ideas in literary texts can be		Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Literature	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)
Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	Literacy	
Literacy	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	
Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)		

Year 5 achievement standard

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others' viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers' needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and

linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

Year 6

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas (ACELA1522)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	Understand the uses of objective and subjective language and bias (ACELA1517)
Literature	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	Literature
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	Understand the uses of commas to	Literacy
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal		Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

response to different texts (ACELT1615)	separate clauses (ACELA1521)	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	Literature Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)
Literacy Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	
Analyse strategies authors use to influence readers (ACELY1801)	Literacy Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	
	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	
	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	

Year 6 achievement standard

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.

Year 7

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Reading	Writing	Speaking and listening
Language	Language	Language
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence (ACELA1534)	Literature
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)
Literature	Understand how to use spelling rules and word origins, for example Greek and Latin	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
		Literacy

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Literature	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	
Literacy	Literacy	
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	
Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	
Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)		

Year 7 achievement standard

By the end of Year 7 students listen to, read and view a range of spoken, written and multimodal texts, analysing and comparing text structures and language features and vocabulary choices, to show how these shape meaning and influence readers. They identify and explore representations of events, characters and settings in literary texts, and express their own responses to these representations. They interpret and explain key ideas and issues. They make inferences, drawing on textual evidence, increasing their awareness of purpose, audience and context, and their knowledge of a growing range of literary techniques. They synthesise information, ideas and viewpoints from a variety of texts to draw reasoned conclusions. They use their increasing vocabulary, and accumulated knowledge of text structures and language features, to support their interpretation and evaluation.

Students create well-constructed spoken, written and multimodal texts to inform, entertain, persuade and narrate in which meaning is supported by planned structures and organisation. They interact with others in groups to exchange, debate and substantiate ideas and

opinions. As individuals and in groups, they make oral presentations to share and promote points of view, supporting these presentations with selected evidence. They select appropriate vocabulary to show shades of meaning, feeling and opinion, to express ideas clearly and to engage and elicit a response from the audience. In expressing or challenging a point of view, they draw appropriately on personal knowledge, textual analysis, and other relevant texts they have experienced. They effectively use a variety of clause and sentence structures, paragraphing and punctuation to sustain meaning and to support the structural coherence of the text.

Year 8

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Reading	Writing	Speaking and listening
Language	Language	Language
Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)
Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)	Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)	Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)
Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses (ACELA1545)	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)	Literature
Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Literature	Literacy
	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
		Use interaction skills for identified purposes, using voice and language conventions to suit different situations,

(ACELA1542)	(ACELT1768)	selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)
Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)
Literature	Literacy	
Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	
Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	
Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)	
Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)		
Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)		
Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)		
Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)		
Literacy		
Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)		
Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)		

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)

Year 8 achievement standard

By the end of Year 8 students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues, and evaluating the effectiveness of language choices used to influence readers, viewers and listeners. They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They support their own opinions with specific textual evidence, and evaluate evidence used by others. They explain ways in which different groups in society are represented in literary, persuasive and informative texts drawn from a range of social and historical contexts. They compare and describe text structures and language features in texts, and explain how these are designed for a variety of purposes and audiences.

Students create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions, and respond to others' views. They interact confidently with others in a variety of contexts and deliver presentations to report researched information, share opinions, debate issues, present imaginative interpretations, and evaluate differing perspectives. They select elements from different literary genres to create informative, imaginative and persuasive texts. In constructing texts, they take into account intended purposes, the needs and interests of audiences, selecting vocabulary and appropriate text structures and language features to clarify intended meanings and to create specific effects. They select language devices to build cohesion in texts, clearly showing connections between ideas and information.

Year 9

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Reading	Writing	Speaking and listening
Language	Language	Language
Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)
Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)
Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Literature	Literature
Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)
Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	Literacy
		Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Explain how authors experiment with the structures of sentences and clauses to create particular effects (ACELA1557)

Literature

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)

Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)

Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

Literacy

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different

Literacy

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

listeners to respond in particular ways (ACELY1740)

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)

texts (ACELY1744)

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)

Year 9 achievement standard

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences. They compare, contrast and evaluate their own responses to texts and different interpretations presented by others.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations. They connect and organise ideas and information in logically sequenced texts. They use a variety of text structures and language features for particular purposes and effects. They select relevant subject matter to advance arguments logically and to persuade others. They make vocabulary choices that contribute effectively to the precision and persuasiveness of texts. They use a variety of appropriate punctuation to support meaning in complex sentences.

Year 10

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Reading	Writing	Speaking and listening
Language	Language	Language
Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)
Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts (ACELA1569)	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)
Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses (ACELA1570)	Literature
Literature		Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)
Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	Literacy
Analyse and explain how text structures, language features and visual features of	Understand how to use knowledge of the spelling system to spell unusual and	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage

texts and the context in which texts are experienced may influence audience response (ACELT1641)	technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)	(ACELY1750)
Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	Understand conventions for citing others, and how to reference these in different ways (ACELA1568)	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)
Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	Literature Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)
Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)	
Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	
Literacy	Literacy	
Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)	
Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)		

Year 10 achievement standard

By the end of Year 10 students listen to, read and view a range of spoken, written and multimodal texts, identifying and explaining values, attitudes and assumptions. They select appropriate textual evidence to support interpretations, recognising what is stated explicitly in the text and what is implied. They compare and contrast structural features and key ideas in oral, visual and written texts, and synthesise information from various sources to reach considered conclusions. They analyse and debate others' interpretations, and evaluate the evidence used to support these interpretations. They offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses. They identify and evaluate strategies used by speakers to respond to and influence audience expectations.

Students create a wide range of coherent and sustained written, spoken and multimodal texts to articulate complex ideas and to explore social issues of global and local concern. They engage in discussions that build on others' ideas, solve problems, justify opinions and develop and expand arguments in novel ways. They choose appropriate language to establish relationships with different audiences in a

variety of contexts. They take into account the demands of purpose and audience in constructing imaginative texts and cohesive and logical arguments that address different viewpoints, attitudes and perspectives. In constructing longer spoken, visual and written texts, they logically sequence and organise content to manage the flow of information and ideas, to engage audiences and generate aesthetic and emotional appeal. Students vary vocabulary choices and sentence structures for impact, and correctly use appropriate punctuation when creating complex sentences and complex texts for formal purposes.



adverb

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending

adverbial

a word or group of words that contributes additional but non-essential information to the larger structure of a clause.

An adverbial can contribute circumstantial information to a clause (for example about place, 'outside' in 'I spoke with him outside'; when or how, 'quickly' in 'She responded quickly'). It can also contribute evaluative interpersonal meaning to a clause (for example 'frankly' in 'Frankly, I don't care').

Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as an adverbial in a clause (for example 'tentatively' in 'They opened the letter tentatively', '...on the beach' in 'The dog was running on the beach'. An alternative term for 'adverbial' is adjunct'.

aesthetic

relates to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the literature strand

alliteration

the recurrence of the same consonant sounds at the beginning of words in close succession, for example ripe, red raspberry

apposition

when one noun group immediately follows another with the same reference, they are said to be in apposition, for example 'our neighbour, Mr Grasso...', 'Canberra, the capital of Australia, ...'

appreciation

the act of discerning quality and value of literary texts

audience

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

author

the composer or originator of a work (for example a novel, film, website, speech, essay, autobiography)

camera angle

the angle at which the camera is pointed at the subject. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal

clause

a clause creates a message through the combination of a subject (the element being identified for comment) and its predicate (the comment about the subject which contains a verb), for example 'I (subject) shall eat my dinner (predicate).'

There are different kinds of clauses. The clause that is essential to any sentence is an independent (or main) clause. Compound and complex sentences contain more than one clause.

A clause that provides additional information to the main clause but cannot stand alone is a dependent (or subordinate) clause. For example:

- 'When the sun goes down (dependent), I shall eat my dinner (main).'
- 'My time is limited (main) because I am reading Shakespeare.'(dependent)

An embedded clause occurs within the structure of another clause often as a qualifier to a noun group, for example:

- 'The man who came to dinner (embedded) is my brother.'

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (words opposite in meaning, for example 'study/laze about', 'ugly/beautiful'), repetition ('work, work, work – that's all we do!'), word sets (for example class-sub-class or part-whole sets), and collocation (using words that go with each other, for example 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

collocation

those words that commonly occur in close association with one another (for example 'blonde' goes with 'hair', butter is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt')

colon

a punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences

complex sentence

contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while', and 'before'. A complex sentence will not make sense without an independent clause. In the following example, the dependent clause is underlined and the conjunction is in bold: '**When** the sun came out, we all went outside.'

compound sentence

a sentence consisting of two or more independent (main) clauses joined by co-ordinating conjunctions like 'and', 'or' 'but' and 'so'. Each clause is coordinated or linked so as to give each one equal status as a message. In the following example, the co-ordinating conjunction is underlined and verbs are highlighted: 'The sun **emerged** and we all **went** outside'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge

- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text

concepts about print

concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: coordinating conjunctions and subordinating conjunctions.

- coordinating conjunctions are words that link words, phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'but':
 - 'Mum and dad are here' (joining words)
 - 'We visited some of our friends but not all of them' (joining noun groups)
 - 'Did I fall asleep and miss my dinner?' (joining clauses)
- subordinating conjunctions introduce certain kinds of dependent clauses;
 - 'that' simply marks declaratives, for example 'I know that he is ill'
 - 'whether' (or 'if' in the sense in which it is equivalent to whether) marks interrogatives, 'I wonder whether/if she's right'
 - 'while', 'after', 'when', 'because', 'if' (in the conditional sense) serve to mark the kind of dependent clause it introduces: for example one of time, reason, condition, 'We went home after/when the meeting ended', 'They stayed in because it was raining', 'I'll do it if you pay me'

connective

words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas (for example 'first', 'second', 'next')
- causal – to show cause and effect (for example 'because', 'for', 'so')
- additive – to add information (for example 'also', 'besides', 'furthermore')
- comparative – for example 'rather', 'alternatively'
- conditional/concessive – to make conditions or concession (for example 'yet', 'although')
- clarifying – for example 'in fact', 'for example'

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning

convention

an accepted language practice that has developed over time and is generally used and understood, for example use of punctuation

coordinating conjunctions

words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'either/neither', 'but', 'so' and 'then'

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

creating

creating refers to the development and/or production of spoken, written or multimodal texts in print or digital forms

decode

the process of working out the meaning of words in a text. In decoding, readers draw on contextual, vocabulary, grammatical and phonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error, and self-correct

dependent clause

a clause that cannot make complete sense on its own. It needs to be combined with an independent clause to form a complete sentence. The dependent clause can be introduced by a finite verb like 'goes' in the following sentence: '**When** the sun goes down, I shall eat my dinner.' But it can also be introduced by non-finite verbs, as in 'going' in the following sentence: 'From 1966 to 2001 the total population decreased, going from 11,800 down to 11,077'

design

the way particular elements are selected and used in the process of text construction for particular purposes. These elements might be linguistic (words); visual (images); audio (sounds); gestural (body language); spatial (arrangement on the page, screen or 3D), and multimodal (a combination of more than one)

digital texts

audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature

digraph

two letters that represent a single sound. Vowel digraphs are two vowels ('oo', 'ea'). Consonant digraphs have two consonants ('sh', 'th'). Vowel/consonant digraphs have one vowel and one consonant ('er', 'ow')

e-literature

the electronic publication of literature using the multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts (for example online versions of *The Little Prince* or *Alice in Wonderland*)

ellipsis

- the omission of words that repeat what has gone before; these terms are simply understood (for example 'The project will be innovative. To be involved will be exciting.' – 'in the project' is ellipsed in the second sentence)
- through a related resource called substitution, a word like 'one' is substituted for a noun or noun group as in 'There are lots of apples in the bowl. Can I have one?' ('of them')
- a cohesive resource that binds text together and is commonly used in dialogue for speed of response and economy of effort, for example (do you) 'Want a drink?' / 'Thanks, I would.' (like a drink)

- the use of three dots. This form of punctuation (also known as points of ellipsis) can be used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu

etymological knowledge

knowledge of the origins and development of the form and meanings of words and how the meanings and forms have changed over time

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'), however, they can be left implicit (for example 'He dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept.')

figurative language

words or phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (eg simile, metaphor, personification)

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

genre

the categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories)

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

graphophonic knowledge

the knowledge of how letters in printed English relate to the sounds of the language

handwriting

the production of legible, correctly formed letters by hand or with the assistance of writing tools, for example pencil grip or assistive technology

high frequency sight words

the most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or 'high-frequency' words in English are not able to be decoded using sound-letter correspondence because they do not use regular or common letter patterns. These words need to be learnt by sight, for example 'come', 'was', 'were', 'one', 'they', 'watch', 'many'

homophone

a word identical in pronunciation with another but different in meaning, for example 'bear' and 'bear', 'air' and 'heir'

hybrid texts

composite texts resulting from a mixing of elements from different sources or genres (for example info-tainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print

idiomatic expressions

a group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth')

independent clause

a clause that makes sense on its own whereas a dependent clause needs to be added to an independent clause for the sentence to make sense

intertextuality

the associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing

juxtaposition

the placement of two or more ideas, characters, actions, settings, phrases, or words side-by-side for a particular purpose for example to highlight contrast or for rhetorical effect

language features

the features of language that support meaning, eg sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production

language patterns

the arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

lexical cohesion

the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related such as by class and subclass

listen

the use of the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

media texts

spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines and on television, film, radio, computer software and the internet

medium

the resources used in the production of texts including the tools and materials used (for example digital text and the computer, writing and the pen or the typewriter)

metalanguage

a language used to discuss language conventions and use

metonymy

the use of the name of one thing or attribute of something to represent something larger or related (for example using the word 'crown' to represent a monarch of a country; referring to a place for an event as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event as in '9/11' when referring to changed global relations)

modal verb

a verb that expresses a degree of probability attached by a speaker to a statement (for example 'I might come home') or a degree of obligation (for example 'You must give it to me', 'You are not permitted to smoke in here').

modality

aspects of language that suggest a particular angle on events, a speaker or writer's assessment of possibility, probability, obligation and conditionality. It is expressed linguistically in choices for modal verbs (for example can, may, must, should), modal adverbs (for example possibly, probably, certainly) and modal nouns (possibility, probability, certainty)

mode

the various processes of communication – listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture

morpheme

the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words

morphemic knowledge

knowledge of morphemes, morphemic processes and the different forms and combinations of morphemes (for example the word 'unfriendly' is formed from the stem 'friend', the adjective-forming suffix 'ly' and the negative prefix 'un')

multimodal text

combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations

narrative

a story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated)

narrative point-of-view

the ways a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens

neologism

the creation of a new word or expression

nominalisation

a process for forming nouns from verbs (for example 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example 'length' from 'long', 'eagerness' from 'eager')

a process for forming noun phrases from clauses (for example 'their destruction of the city' from 'they destroyed the city')

Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts

noun

a word class used to represent places, people, ideas and things. Nouns can be made plural (for example dog/dogs) and can be marked for possession (for example dog/dog's). There are different types of nouns including:

- abstract noun refers to an idea, state or quality (for example 'democracy', 'freedom', 'courage', 'doubt', 'success' and 'love')
- concrete noun refers to something that has a physical reality. It may be seen, touched, tasted
- pronoun refers to words like 'I', 'you', 'them', 'hers' that are used in place of a noun

noun groups

a group of words building on a noun. Noun groups usually consist of an article ('the', 'a', 'an') plus one or more adjectives. They can also include demonstratives (for example 'this', 'those'), possessives (for example 'my', 'Ann's'), quantifiers (for example 'two', 'several'), or classifiers (for example 'wooden') before the head noun. These are called pre-modifiers after the noun, phrases and clauses act as post-modifiers following the head noun (for example 'the girl with the red shirt who was playing soccer')

onset and rime

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

personification

the description of an inanimate object as though it were a person or living thing

phoneme

the smallest unit of sound in a word. The word 'is' has two phonemes /i/ and /s/. The word 'ship' has three phonemes /sh/, /i/, /p/

phonic

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

phonological awareness

a broad concept that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime. NOTE: the term 'sound' relates to the sound we make when we say a letter or word, not to the letter in print. A letter may have more than one sound, such as the letter 'a' in 'was', 'can' or 'father', and a sound can be represented by more than one letter such as the sound /k/ in 'cat' and 'walk'. The word 'ship' had three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms 'sound' and 'letter' accurately to help students clearly distinguish between the two items

phonological knowledge

information about the sounds of language and letter-sound relationships (when comprehending a text), for example single sounds, blends

phrase

a unit intermediate between clause and word consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun phrase (e.g. men or the men who died), one with a verb as head is a verb phrase (e.g. went or had gone), and so on.

poetic devices

particular patterns and techniques of language used in poems to create particular effects

point of view

- refers to the viewpoint of an author, audience or characters in a text
- narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens

predictable text

texts that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words

prediction

an informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence

prefix

A prefix is a meaningful element added to the beginning of a word to change its meaning

prepositional phrases

prepositions are positional words, for example: 'below', 'for', 'down', 'above', 'to', 'near', 'under', 'since', 'between', 'with', 'before', 'after', 'into', 'from', 'beside', 'without', 'out', 'during', 'past', 'over', 'until', 'through', 'off', 'on', 'across', 'by', 'in', 'around.' prepositional phrases are units of meaning within a clause that contain a preposition, for example 'She ran into the garden', 'He is available from nine o'clock'

pun

humorous use of a word to bring out more than one meaning; a play on words

read

to process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts

return sweep

the way English print travels from left to right and then returns to the left of the page for the next and each subsequent line

rhetorical question

a question that is asked to provoke thought rather than require an answer.

rime and onset

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

salience

a strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics

scanning

when reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when a reader first finds a resource to determine whether it will answer their questions

semantic knowledge/information

information related to meanings used when reading. Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text

semicolon

join clauses that could stand alone as sentences. In this way clauses that have a close relationship with one another may be linked together in a single sentence

sentence

a unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. There are different types of sentences:

- simple sentence – has the form of a single independent clause (for example 'Mary is beautiful.' 'The ground shook.' 'Take a seat.')
- compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example 'and' is the coordinating conjunction: 'We went to the movies and bought an ice cream.'
- complex sentence – contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while' and 'before' as in the following examples: 'We all went outside when the sun came out,' and 'Because I am reading Shakespeare, my time is limited.'

simple sentence

contains one clause and expresses a complete thought. It has a subject and a verb and may also have an object or complement

sound effect

any sound, other than speech or music, used to create an effect in a text

sound/letter correspondence

the relationship of spoken sounds of English to letters of the alphabet or to letter clusters

speak

convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.

spoonerism

a slip of the tongue where the initial sounds of a pair of words are transposed

Standard Australian English

the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians

stereotype

when a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified

stylistic features

the ways aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition

subject

an element in the structure of a clause usually filled by a noun group, for example 'the dog (subject) was barking'. The normal position of the subject is before the verb group, but in most kinds of interrogative it follows the first auxiliary verb, for example 'Was the dog barking?', 'Why was the dog barking?'

In independent clauses the subject is an obligatory element except in imperative clauses and casual style, for example 'There will be no milk left'.

Most personal pronouns have a different form when the subject of a finite clause (I, he, she, etc.) than when the object (me, him, her), for example 'She won the race', not 'Her won the race'. In the present tense, and the past tense with the verb 'be', the verb agrees with the subject in person and number, for example 'Her son lives with her' and 'Her sons live with her'

or

- subject matter refers to the topic or theme under consideration

subordinating conjunction

links a dependent clause to an independent (main) clause in a sentence. Examples include conjunctions like 'when' in the sentence: 'When I went to Sydney, I met my aunt'; 'while' in 'While waiting for my dinner, I fell asleep' and 'although' in 'Although I left my coat behind in the car, I continued on my way.'

suffix

a meaningful element added to the end of a word to change its meaning

syllabification

the process of dividing words into syllables

syllable

a unit of sound within a word

syntax

the ways words, phrases and clauses are structured in sentences. In some schools of linguistics, syntax and grammar are used interchangeably

tense

a verb form that locates the event described by the verb in time (for example 'Sarah laughs' is present tense, 'Sarah laughed' is past tense)

text

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media

text navigation

the way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of non-fiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects, such as videos or animations, making quick judgments about relevance of material

text processing strategies

strategies readers use to decode a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading

text structure

the ways information is organised in different types of texts for example, chapter headings, sub headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning. See language features

theme

- refers to the main idea or message of a text, or
- grammatical theme indicates importance both within a clause and across a text . In a clause the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole

types of texts

classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, in the Australian Curriculum: English, texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.

Imaginative texts – texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Informative texts – texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Persuasive texts – whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles

verb

tell us what kind of situation is described in a clause – in particular, whether it is a happening or a state – but they often need other elements to locate the situation in time, to indicate polarity (positive or negative), aspect (whether the situation is completed or not) or modality (the assessment of the speaker about the situation)

- doing - for example 'She climbed the ladder'
- being - for example 'The koala is an Australian mammal'
- having - for example 'the house has several rooms'
- thinking - for example 'She believes in her work'
- saying - for example 'The prime minister spoke to the media'

Verbs are essential to clause structure and change their form according to tense (present tense or past tense), to person (first, second or third) and number (singular and plural)

verb groups

groups of words that are centred on a verb and consist of one or more verbs. The main verb in a verb group often needs auxiliary (or helping) verbs to indicate features like time (past or present), polarity (positive or negative), aspect (whether the action is completed or not) and modality (the assessment of the speaker about the action). All the following verbs contribute to the meaning of the verb group as a whole: 'the girl played soccer', 'the girl was playing/had been playing soccer', 'the girl was not playing soccer', 'the girl could have been playing soccer'

view

observe with purpose, understanding and critical awareness. Some students use oral, written or multimodal forms to respond to a range of text types. Other students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

visual features

visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

visual language choices

choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject of the active (the dog) has the role of actor, and the object (me) the role of patient, whereas in the passive the subject (I) has the role of patient and the object of the preposition by (the dog) the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active (the minister) corresponds to the subject of the passive, and the subject of the active (everyone) corresponds to the object of the preposition 'by'.

and

in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example 'authorial voice' in a literary text or 'expert voice' in an exposition)

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language Variation and Change	Language variation and change How English varies according to context and purpose including cultural and historical contexts	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Language for interaction	Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others Understand that there are different ways of asking for information, making offers and giving commands	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias
Text structure and organisation	Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
	Text cohesion How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words
	Punctuation How punctuation works to perform different functions in a text.	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns	Understand the uses of commas to separate clauses
	Concepts of print and screen The different conventions that apply to how text is presented on a page or screen	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	Identify the features of online texts that enhance navigation	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	This sequence ends at Year 5 level

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Language Variation and Change	Language variation and change How English varies according to context and purpose including cultural and historical contexts	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
Language for interaction	Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how conventions of speech adopted by communities influence the identities of people in those communities	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand the uses of objective and subjective language and bias	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
Text structure and organisation	Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media
	Text cohesion How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that cohesive links can be made in texts by omitting or replacing words	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
	Punctuation How punctuation works to perform different functions in a text.	Understand the uses of commas to separate clauses	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand conventions for citing others, and how to reference these in different ways
	Concepts of print and screen The different conventions that apply to how text is presented on a page or screen	This sequence ends at Year 5 level				

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressing and developing ideas	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions	Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement	Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas
	Word level grammar The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Recognise that texts are made up of words and groups of words that make meaning	Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs)	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials
	Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
	Vocabulary The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
	Spelling Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words Know how to use onset and rime to spell words	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing'	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words Recognise common prefixes and suffixes and how they change a word's meaning	Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' Recognise high frequency sight words	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters Recognise homophones and know how to use context to identify correct spelling	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words Recognise uncommon plurals, for example 'foci'	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages
	Sound and letter knowledge	Phonemic awareness (sounds of language) Basic knowledge of sounds of language and how these are combined in spoken words	Recognise rhymes, syllables and sounds (phonemes) in spoken words	Manipulate sounds in spoken words including phoneme deletion and substitution	Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations	This sequence ends at Year 2 level		
Alphabet knowledge The written code of English (the letters) and how these are combined in words		Recognise the letters of the alphabet and know there are lower and upper case letters	Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends Understand the variability of sound-letter matches	This sequence ends at Year 1 level				

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Expressing and developing ideas	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas	Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence	Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses	Explain how authors experiment with the structures of sentences and clauses to create particular effects	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts
	Word level grammar The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Understand how ideas can be expanded and sharpened through careful choice of verbs and elaborated tenses and a range of adverbials	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses
	Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images
	Vocabulary The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
	Spelling Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots
Sound and letter knowledge	Phonemic awareness (sounds of language) Basic knowledge of sounds of language and how these are combined in spoken words	This sequence ends at Year 2 level				
	Alphabet knowledge The written code of English (the letters) and how these are combined in words	This sequence ends at Year 1 level				

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literature and context	How texts reflect the context of culture and situation in which they are created	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Discuss how authors create characters using language and images	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	Make connections between the ways different authors may represent similar storylines, ideas and relationships	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	Compare opinions about characters, events and settings in and between texts	Draw connections between personal experiences and the worlds of texts, and share responses with others	Discuss literary experiences with others, sharing responses and expressing a point of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
	Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors and listen to the opinions of others	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Develop criteria for establishing personal preferences for literature	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts
	Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify some features of texts including events and characters and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Literature and context	How texts reflect the context of culture and situation in which they are created	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to own their own experiences	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Reflect on, extend, endorse or refute others' interpretations of and responses to literature
	Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts
	Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examining literature	Language devices in literary texts including figurative language The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse
Creating literature	Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Retell familiar literary texts through performance, use of illustrations and images	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	Create events and characters using different media that develop key events and characters from literary texts	Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle	Create literary texts that explore students' own experiences and imagining	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
	Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	This sequence starts at this year level			Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue	Create literary texts by developing storylines, characters and settings	Create literary texts that experiment with structures, ideas and stylistic features of selected authors	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Examining literature	Language devices in literary texts including figurative language The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
	Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
Creating literature	Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience Create imaginative texts that make relevant thematic and intertextual connections with other texts

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts in context	Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
Interacting with others	Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
	Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
	Oral presentations The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Texts in context	Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	Analyse and explain the effect of technological innovations on texts, particularly media texts	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
Interacting with others	Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
	Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
	Oral presentations The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
	Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self correcting	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
	Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	This sequence starts at this year level						Analyse strategies authors use to influence readers
Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	Create short imaginative and information texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
	Editing Editing texts for meaning, structure and grammatical features	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Reread and edit text for spelling, sentence-boundary punctuation and text structure	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Reread and edit student's own and others' work using agreed criteria for text structures and language features	Reread and edit students' own and others' work using agreed criteria and explaining editing choices
	Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
	Use of software Using a range of software applications to construct and edit print and multimodal texts	Construct texts using software including word processing programs	Construct texts that incorporate supporting images using software including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	Analyse how text structures and language features work together to meet the purpose of a text	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
	Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings	Use prior knowledge and text processing strategies to interpret a range of types of texts.	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to interpret and analyse information and ideas comparing content from a variety of textual sources including media and digital texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
	Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	Analyse strategies authors use to influence readers	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	
Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive texts choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues
	Editing Editing texts for meaning, structure and grammatical features	Reread and edit their students' own and others' work using agreed criteria and explaining editing choices	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts imaginatively	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects
	Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	This sequence ends at this year level		
	Use of software Using a range of software applications to construct and edit print and multimodal texts	Use a range of software, including word processing programs, learning new functions as required to create texts	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.	Use a range of software, including word processing programs to create, edit and publish texts	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user